

CENTRAL UNIVERSITY OF ODISHA, KORAPUT

Department of Education

Two Year B.Ed. Course (w.e.f.- Session: 2018-19 Onwards) *As per NCTE teacher education regulations 2014 Norms and standards* **Duration: Two Year (Semester System)**

1. Rationale

The emerging scenario of school education in India in terms of quantity and quality warrants corresponding reforms in teacher education. The NCTE Regulations 2014 stipulates to evolve a standard pattern of syllabus for Teacher Education for the whole country. In the light of the recommendations of NCTE(2014) the B.Ed course of the University focussing three broad inter-related curricular areas – i) Perspectives in Education ii) Curriculum and Pedagogic Studies, and iii) Engagement with the field has been developed. While developing the detailed design of this syllabus, the recommendations as suggested in the following documents have been taken into consideration:

- Curriculum Framework : Two-year B.Ed. Programme 2014, NCTE
- National Curriculum Framework- 2005,
- National Curriculum Framework for Teacher Education 2009,
- The Right of Children to Free and Compulsory Education Act 2009
- Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage, 2008
- Sarva Shiksha Abhiyan: Framework for implementation based on the Right of

The following principles have guided the development of this syllabus :

- Reducing the gap between theory and practice,
- Eliminating mismatch between teacher education curriculum and school realities,
- Updating of curricular areas of teacher education in terms of enrichment content knowledge and pedagogical competence of prospective teachers,
- Using variety of approaches and methods for transaction of the course contents,
- Incorporating multimodal strategies for effective continuous and comprehensive assessment of the performance of the student-teachers.

2. Objectives

On the completion of the course, the student-teacher shall:

- understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- plan learning experiences that are based on learner's existing proficiency, interests, experiences.

- understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
- use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical developments of the learner.
- develop self identity as a teacher through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

3. Duration and Credits

- B.Ed. Degree shall be awarded to candidates on successful completion of a four semester programme of study.
- B.Ed. programme will have courses of 80 credits distributed in four semesters, as given below:

(* 1 credit= 16 hours/16 periods in each semester)

Total credits per Semester: Semester-I = 20 credits
 Semester-II = 20 credits
 Semester-III = 20 credits
Semester-IV = 20 credits
 Total = 80 credits

4. Curricular Areas

Group	Paper Code	Title	Semester	Credits	Weightage/Marks
Perspectives in Education	B.Ed. 301	Childhood and Growing Up	I	4	100
	B.Ed. 302	Education, School and Society	I	4	100
	B.Ed. 303	Knowledge and Curriculum	I	4	100
	B.Ed. 305	Basics of Learning and Teaching	II	4	100
	B.Ed. 402	Education and Contemporary India	IV	4	100
	B.Ed. 403	Understanding the Self and Guidance services	IV	4	100
	B.Ed. 404	Gender Issues and Inclusive Education	IV	2	50
	B.Ed. 405	School Management	IV	2	50
Total				28	700
Curriculum and Pedagogic Studies	B.Ed. 304	Language across Curriculum and Reflecting on Text	I	4	100
	B.Ed. 306	Assessing the Learner	II	4	100
	B.Ed. 321/ B.Ed. 322/ B.Ed. 323/ B.Ed. 324/	Pedagogy of Physical Science Pedagogy of English Pedagogy of Odia Pedagogy of Hindi	II	4	100

	B.Ed. 325 B.Ed. 326/ B.Ed. 327	Pedagogy of Mathematics Pedagogy of Biological Science Pedagogy of Social Studies	II	4	100
	B.Ed. 441/ B.Ed. 442/ B.Ed. 443/ B.Ed. 444/ B.Ed. 445/ B.Ed. 446	Optional Courses(Any one Course) Fine Art Performing Art (Drama) Spinning and Weaving Tailoring Wood Work Fruit and Vegetable Preservation	IV	4	100
		Total		20	500
Engagement with the Field – the Self, the Child, Community and School	B.Ed. 331	Initiatory School Experiences	I	4	100
	B.Ed. 332	Field Experience and Practical	II	4	100
	B.Ed. 431	Field Experience and Practical	III	4	100
	B.Ed. 450	School Internship	III	16	400
	B.Ed. 432	Field Experience and Practicum	IV	2	50
	B.Ed. 333	Learning through ICT	IV	2	50
		Total		32	800

5. Course Structure (Semester System)

Semester – I

Paper Code	Paper Title	Credits	Weightage/Marks		
			Internal	External	Total
B.Ed. 301	Childhood and Growing Up	4	40	60	100
B.Ed. 302	Education, School and Society	4	40	60	100
B.Ed. 303	Knowledge and Curriculum	4	40	60	100
B.Ed. 304	Language Across Curriculum and Reflecting on Text	4	40	60	100
B.Ed. 331	Initiatory School Experiences (Field Placement)	4	40	60	100
Semester- I Total		20	200	300	500
Semester – II					
Paper Code	Paper Title	Credits	Weightage/Marks		
B.Ed. 305	Basics of Learning and Teaching	4	40	60	100
B.Ed. 306	Assessing the Learner	4	40	60	100
B.Ed.321/ B.Ed.322/ B.Ed.323/ B.Ed. 324	*Pedagogy of School Subject-I B.Ed. 321: Pedagogy of Physical Science B.Ed. 322: Pedagogy of English B.Ed. 323: Pedagogy of Odia B.Ed. 324: Pedagogy of Hindi	4	40	60	100
	*Pedagogy of School Subject-II	4	40	60	100

B.Ed. 325/ B.Ed. 326/ B.Ed. 327	B.Ed. 325: Pedagogy of Mathematics B.Ed. 326: Pedagogy of Biological Science B.Ed. 327: Pedagogy of Social Studies				
B.Ed. 332	Field Experience and Practical	4	100	-	100
Semester- II Total		20	260	240	500
Semester – III					
Paper Code	Paper Title	Credits	Weightage/Marks		
			Internal	External	Total
B.Ed. 431	Field Experience and Practical	4	100		100
B.Ed. 450	School Internship	16	300	100	400
Semester- III Total		20	400	100	500
Semester – IV					
Paper Code	Paper Title	Credits	Weightage/Marks		
			Internal	External	Total
B.Ed. 402	Education in Contemporary India	4	40	60	100
B.Ed. 403	Understanding Self and Guidance Services	4	40	60	100
B.Ed. 404	Gender Issues and Inclusive Education	2	20	30	50
B.Ed. 405	School Management	2	20	30	50
	Optional Courses(Any one Course)	4	40	60	100
B.Ed. 441/ B.Ed. 442/ B.Ed. 443/ B.Ed. 444/ B.Ed. 445/ B.Ed. 446	B.Ed. 441: Fine Art B.Ed. 442: Performing Art B.Ed. 443: Spinning and Weaving B.Ed. 444: Tailoring B.Ed. 445: Wood Work B.Ed. 446: Fruit and Vegetable Preservation				
B.Ed. 432	Field Experience and practicum	2	50	-	50
B.Ed. 433	Learning through ICT	2	50	-	50
Semester- IV Total		20	260	240	500
Note: Students can opt courses from online platform like SWAYAM/ e-PG Pathasala/ NPTEL, etc as Add on course/Non-Credit Courses relevant to teacher preparation. The students should register for such courses in the beginning of the semester. The selection of such courses will be decided depending upon the availability and relevance of such courses for the programme by the Chairman, BoS.					

*The student-teacher will select two teaching specializations one from Pedagogy of School Subject-I and any one from Pedagogy of School Subject-II.

A student teacher belonging to Science Stream has to choose one of the following combinations as his/her method subjects under Pedagogy of School Subjects.

- Physical Science and Mathematics
- Physical Science and Bio Science

A student teacher belonging to Arts Stream has to choose Social studies/Mathematics and English/Hindi/Odia as his/her method subject under Pedagogy of School Subjects.

6. Modes of Learning Engagement

With a view to moving away from theoretical discourses and lectures, the student-teacher is required to be engaged with various kinds of learning experiences. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the student teachers will be of the following kinds:

Lecture-Discussion Session: The teacher educator provides the student-teachers a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.

Focused Reading and Reflection: Student-teachers would be led to focused readings of various themes with questions inviting reflections either individually or in small groups.

Observation-Documentation-Analysis: Simulated and real school/ community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.

Projects: Projects on educational issues and socio-economic problems having educational implications are to be undertaken, probed and analyzed.

Group Presentations: Student-teachers are to be engaged with educational issues, discuss among the group members, listening to points and counter points and making a presentation.

Seminar: Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

School-Based Practical: Learning experiences would be provided through several school-based practicums for development of certain professional qualities and competencies. The school based practical would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.

Workshops: A series of learning experiences in a given performance area would be provided to student-teachers in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing specified competencies required for a teacher.

Interactions with the Community: The student-teachers need to be encouraged to hold interaction with the community in multiple socio-cultural environments during their school internships in order to internalize the relationship of school and community at large.

7. Examination and Certification

- a) Medium of Instruction and Examination Shall be English.
- b) For B.Ed. Programme a student is required to have at least 80% of attendance in all course work and practicum, and 90% for school internship; however, there will be a 15% relaxation on genuine medical ground subject to condition of producing Medical Certificate issued by Registered Medical Practitioner.
- c) Evaluation will be done on the basis of Relative Grading System followed by the university. All other conditions for conduct of examination and declaration of result shall be determined by the Central University of Odisha, Koraput, as per their ordinance/regulations.

Details of the course are appended herewith.